

One System, Three Texts

Compare purpose, format and structure, then evaluate persuasive appeals.

9.RI.2 "Craft and Style Compare characteristics of expository, technical, and persuasive texts, including their differences in purpose, format, and text structure..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Label each text expository, technical or persuasive. In Text C, underline one example of ethos (credibility), box one example of logos (reasoning), and circle one example of pathos (emotion).

Read the Form and the Argument

Text A • How the Loan System Works

These three texts describe a fictional school library. Its loaner laptops allow students to continue class work when their usual devices are unavailable. Each checkout record links a laptop number to a borrower and due time. Staff use those records to locate equipment and identify unmet requests. A one-week log records 20 requests, with 15 filled immediately and five waiting until a device was returned. The log describes that week; it does not predict every week.

Text B • Borrowing a Laptop

For: Students using the fictional library loan desk

1. Ask the desk assistant whether a laptop is available. If none is free, ask to join the waiting list.
2. When a device is ready, show your school ID and check its number with the assistant.
3. Record the laptop number and agreed return time on the loan card.
4. Return the laptop to the assistant by that time; ask the assistant to close your record.

Text C • Give Students a Device When They Need It

To: The fictional school's library council

Please consider adding two loaner laptops. As the library coordinator who keeps the checkout log, I saw five of last week's 20 requests wait for a return. Two more devices could reduce some waits, though the log cannot tell us exactly how many. Why should a student's next paragraph depend on someone else finishing first? Picture a student with ideas ready but no screen to write on. Review the cost and try a small expansion; count waiting requests afterward before buying more.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Compare Text A and Text B in purpose, visible format and organization.

2 Who is Text C trying to influence, what does it request, and how does its format differ from Text B?

3 Identify one example each of ethos and logos in Text C and explain their effects.

4 How do the rhetorical question and imagined student build pathos? What limit should a careful reader keep in mind?

3 YOUR TURN

Your own words

Write a 75–100-word comparison explaining how all three texts differ in purpose, visible format and organization. Then explain how one appeal in Text C may influence the council and identify one limit of its evidence; use specific details from the supplied texts.

Compare and evaluate

Build one connected paragraph. Cover all three texts and explain an appeal's effect without turning limited evidence into a guarantee.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PART 1 • READ AND MARK

Label each text expository, technical or persuasive. In Text C, underline one example of ethos (credibility), box one example of logos (reasoning), and circle one example of pathos (emotion). Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Compare Text A and Text B in purpose, visible format and organization.	A explains a system in a prose paragraph, moving from its purpose to records and a limited example. B instructs borrowers through an audience label and numbered steps in action order.
2	Who is Text C trying to influence, what does it request, and how does its format differ from Text B?	It addresses the library council and asks it to consider two more loaners after reviewing cost. It uses an addressed persuasive paragraph with reasons and a request, rather than numbered instructions for borrowers.
3	Identify one example each of ethos and logos in Text C and explain their effects.	The coordinator's responsibility for the checkout log supports credibility. Five waiting requests out of 20 give a numerical reason to investigate capacity, though they do not prove the effect of two additional devices.
4	How do the rhetorical question and imagined student build pathos? What limit should a careful reader keep in mind?	They make delays feel personal and invite concern for a student ready to write. That emotional image does not establish how many waits new devices would prevent or that the same demand recurs every week.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Text A explains the loan system through a factual paragraph and a limited weekly example. Text B directs borrowers through a numbered procedure, making the order of actions easy to follow. Text C uses an addressed appeal, request and reasons to influence the council. Its coordinator role builds ethos through relevant responsibility, while the five waiting requests supply logos. The image of a student unable to write adds pathos, but it does not prove how many waits two more laptops would prevent.

TEACHER ASSESSMENT NOTES

Accept accurate alternative wording and supported interpretations. Text types are expository, technical and persuasive respectively. A is explanatory prose; B is a labeled ordered procedure; C is an addressed request with evidence and appeals. Evaluate how choices affect readers, not just whether students name devices. The supplied coordinator and counts are fictional practice evidence. Five waiting requests are not necessarily five simultaneous waits or five different students; two more devices might help but no exact effect is established. Assess the 75-100-word comparison for all three texts, at least one explained appeal and a supported limitation.